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THE VALUE OF EXAMINATIONS

Discussion Continued

Journal of EDUCATION

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February 25, 1929

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EDITORIALS

The English Myth

A MYTH in education is the Santa Claus excuse for not telling the truth.

In teaching children to write English that is never marketable, we console ourselves that the trouble is not in our teaching but in the children for not learning. We pretend that there is a way to teach the writing of English that is absolutely the way to teach it, and it is never our fault if children do not learn to write English that is marketable. This is as senseless a myth as the story that an ostrich buries his head in the sand when he is frightened.

The writing of English with any market value has to be learned by the writer when he knows the way the market he seeks wishes him to write.

A sample experience is better than a folio of opinion. A boy in the Mid-West was the brightest boy in his community, that his community had ever had. He was especially clever in the art of writing. He went to one of the best colleges in the Mid-West. He chose that college because the head of the English department was famous as a teacher of the art of writing.

This brilliant student at once was pronounced the best writer of English the college had ever known. His grammar and rhetoric were ideal and his style was graceful, with characteristics which his professor had tried to have students attain. He even won a prize in a magazine contest in which men like this professor were the judges.

This valedictorian graduate went East, where he obtained a position that gave him a living while writing for magazines. He sent articles to every worthwhile magazine, and every editor wrote a highly appreciative letter saying that it was really most remarkable, "but" it did not fit their need.

Ultimately he was in a situation that interested him and he was sure it would interest others, and he returned to New York and Boston, from far away in an unexploited country, with a serial article, and received *ten thousand dollars* for it, and one of the best publishing houses in America signed a contract to publish two books of his, and after a week in New York and Boston he returned to the far-away land.

When he forgot how he was taught to write, and knew that he could write something that the

best magazines would bid against one another to secure, he became a famous writer of articles and books.

A writer must have something to say that readers will buy, and if he cannot polish it off in the most approved style the editor or publisher will do that for him.

Unmarketable subject methods are as useless as unmarketable cotton or potatoes.

An educational myth is tragedy or comedy; sometimes it is both.

Confusing Statistics

WE ARE using in this issue a highly important article by Dr. John R. Kirk of Kirksville, Missouri. It is the first time that we have had any reference to serious educational misstatement of facts which were quoted at the Boston meeting of the Department of Superintendence by a University president, who gave a Federal official publication as his authority.

Much as we dislike to call attention to so glaring a statement as that which pads the "enrollment of universities, colleges, and professional schools," by including 87,578 professional schools of veterinary medicine, osteopathy, dentistry, medicine, law, and theology, and omitting 250,000 professional students of education.

Dr. John R. Kirk's article should be carefully read.

Dean Athearn Resigns

DEAN WALTER SCOTT ATHEARN of Boston University School of Religious Education tenders his resignation, to take effect June 30. This is a severe blow to the School of Religious Education, which is really his creation, and with this as a point of departure Dean Athearn has been the vitalizing force in all phases of promotion of religious education, not only in the United States, but in other countries. He is a virile personality and will render a great service wherever he is, but Boston can ill afford to lose his energizing and consecrated devotion to Christian civilization at this time.

Choice of Minneapolis

CARROLL R. REED of Bridgeport, Connecticut, has been elected superintendent of Minneapolis to succeed Dr. W. F. Webster when his term and Reed's term expire. Mr. Webster retires at the expiration of the term for which he was elected, and Mr. Reed terminates the term for which he was elected. Mr. Reed has been superintendent in Amherst, Mass., in Rockford, Illinois, and Akron, Ohio, and in each position he has been eminently successful and has never had to campaign for re-election. He will go to Minneapolis when it has one of the best school systems in the country. Mr. Webster was long principal of the senior high school of the city, and he retires to enjoy cultural and professional leisure.

Norris Prize and Medal

FLORENCE HALE, editor of Primary Education and Popular Educator, announces a founders' gold medal in commemoration of the services of Edward James Norris, and a trip to Europe to attend the meeting of the World Federation of Teachers Associations to the classroom teacher whose professional achievement, culminating in the school year, 1928-29, is most outstanding.

Eliminate Illiteracy

A SOUTHERN state superintendent has asked Julius Rosenwald to give each Southern state twenty-five thousand dollars with which to organize an intensified campaign this year for the elimination of illiteracy. There is no greater service for civilization than to attack illiteracy with a crusade for immediate results. There is no excuse for any state in the Union to have an illiterate citizenship.

Cassidy of Lexington

M. A. CASSIDY, superintendent of Lexington, Kentucky, for twenty-eight years, following several years as superintendent of Fayette County, of which Lexington is the county seat, died suddenly on December 21. For forty-four years he was the leader in city or county. The importance of Mr. Cassidy's service was not its length, but its character. No superintendent for so many years in one city was as prominent in scholastic and literary attainments and public service as Mr. Cassidy. He was always an inspiration to teachers and students to know the best literature, especially in poetry. He was the writer of good literature as well as a judge of the best. His volume of "Golden Deeds for Schools" was one of the best compilations that has been published. Few schoolmen had as intimate acquaintance with prominent literary men as had he.

Personally, Mr. Cassidy was one of choicest friends. In popular parlance we were pals. We always visited delightfully at national meetings, and there were few years in the twentieth century that we were not in Lexington. There was no year in which there were not several letters passing between us. It was a great personal loss to have David Bancroft Johnson of South Carolina and M. A. Cassidy of Kentucky die in the same week.

Belding's Page

SEARCH FOR THE BEST

MANY educators prefer new things. Many other educators prefer old things. What we need is more educators who want best things, whether old or new.

An illustration of the craving for new things merely because they are new, is furnished by the reversal of the long familiar method of "long multiplication."

The new way, which is being taught in some schools, is like this:—

```
  2222
   123
  ----
  2222
 4444
6666
------
273306
```

In one school which took a notion to introduce this fad, scholars spent a bad month breaking down their old habits and learning new ones. When they were all brought around, they had acquired a method which yields no advantage whatsoever and is less easy to learn and to teach. This is true even if children are started with the "improved" method—which is far from an improvement.

IT NEEDS BURIAL!

THIS is about a joke which has long since ceased to be a joke, yet is heard frequently even today. It is a joke which is dead, but no one seems to bury it.

There is an educational reason for putting this particular ex-joke under the sod.

But first—what is the joke?

It consists in a covert allusion to Fords and other small cars as if they were in a different class from automobiles. It is so naive, you know. When the lecturer refers to the vehicles that are changing our modern civilization he hopes to evoke titters of delight by saying: "A constant stream of Fords—and automobiles—passed me."

The worst of it is, part of the audience invariably laughs—thus confirming the great one in his belief that he is the apotheosis of wit.

It is one of the last hangovers of the flivver yarn. So many orators of the day so persistently and unfailingly allude to smaller cars as belonging in a class by themselves, that they must like the idea immensely and chuckle to themselves many times over their own cleverness in selecting it for reproduction. They can hardly suppose it to be original with themselves.

Audiences, I fondly believe, are becoming heartily sick of the old chestnut. But most old chestnuts are harmless. This one isn't. It was conceived, born, and reared in snobbery. It perpetuates a distinction which is invidious and injurious. Because of this very slur, so often reiterated in one form or another, thousands of Americans are purchasing more expensive cars than they can afford.

You would scarcely expect to hear "Fords and automobiles" from the lips of a socialist speaker of ability, but I have heard it even from that source. Men and women on the public platform seem to be obsessed with the notion that this imitation gem of tawdry wit adds sparkle to their efforts.

We need to reach a point in these United States where we hold in higher esteem the man who has a small car completely paid for than we do the man who drives a larger and more pretentious vehicle than he is entitled to drive.

GANG, GANGSTER, GAOL

MASSACHUSETTS has an advisory council on crime prevention which is presenting some interesting facts. Recently the council pointed out that 73 per cent. of a representative group of youthful criminals had been members of gangs at the time of their arrest, while only 7 per cent. had belonged to responsible organizations or clubs having adult leadership.

As the council is careful to observe, these statistics do not prove conclusively the value of boys' clubs, since these may attract a superior type of boy. But the pernicious influence of clustered idleness needs little more proof than has been given.

Police can do something, though not a great deal, in the breaking up of gangs. Parents and schools and churches can go to the roots of the trouble, supplying, if they will, higher ideals and more wholesome interests. We are only beginning to scratch the surface of the big question, how to deal with the socially unadjusted youth. Many of the homes are totally unequipped to handle the problem. The schools, until lately, have been aiming at the average or better-than-average children and blinking at the failures which occur.

The youthful gangster is a sign of community failure. Society's leaders—in religion, education, family welfare and social uplift—may well hang their heads in shame at the human wreckage which could largely be prevented.

Anson W. Belding

Associate Editor.

The Value of Examinations

(Discussion continued from February 4)

JOHN LUND

Superintendent, South Norwalk, Connecticut

WHILE I appreciate that limitation of space makes it difficult to thoroughly discuss a matter in which I am especially interested, I am pleased to submit the following:—

The terms of the question as presented to me, "What value do you attach to examinations?" require further definition before issues can be drawn. I can only assume that the term "examinations" refers to the traditional type of examination with which we have all had experience as students as well as teachers. I have in mind the so-called final examination which is set up by the teacher or a committee, devised to test the extent of the knowledge of the student in a given field immediately following a definite period of instruction ranging in length from a month to a year or even several years. The success of the student is determined under this plan by the judgment of an individual instructor or board of "readers." This whole scheme is the time-honored, traditional device for measuring the educational product.

Having in mind the limitations of space imposed, I will limit my brief discussion to the place of the "examination" in our high schools, junior and senior. For the sake of brevity I will state my position categorically:—

1. The traditional examination failed to test power in the subject or field of work. It tested rather the faculty of retentive memory as applied to detailed facts. It more often than not failed to reveal ability to apply knowledge in the field of real problems. It placed a premium on facility of expression, rather than upon power and grasp of a vital sort. Temporary erudition rather than scholarship was the commodity tested.
2. The personal equation entered too considerably into the standards set up and the ratings given. It became too much of a game between instructor and student as to who could best outwit the other. This was a game more frequently won by the student, as witness the elaborate safeguards set up and the complications of monotorial and honor systems.
3. I have referred to the "examination" in the past tense advisedly because the development of standardized tests in practically every field and the new techniques developed in testing have in fact made the "examination" as discussed here literally a thing of the past. Even the colleges are at least compromising their allegiance to the "examination," and when the process is completed the secondary schools concern themselves even more with the business of education rather than with preparation for "examination"—two processes which have very little in common. The fact that some colleges on the basis of their own records have admitted that the students from public secondary schools rate higher than students from "preparatory" schools would indicate that preparation for "exams" is perhaps a thing apart from preparation for life.

W. F. GEIGER

Superintendent, Tacoma, Washington

WE DO NOT attach a great deal of value to the old style of examination. Teachers give occasional written reviews and are guided somewhat by them, together with the daily recitations, in estimating the pupils' work, but no final examination is required for promotion. We should not care to return to the old nerve-racking plan of the final examination. This was discarded in Tacoma a quarter of a century ago. Through the aid of intelligence tests and achievement tests combined with the judgment of teachers and principals, we are making a strong effort to adapt the work to the ability of the pupils. We have had great assistance in this work from Dr. Jennie M. Reed, our director of educational research, who was both a teacher and principal in our schools before she specialized in the field of educational research.

I do not believe that the present-day teacher requires a final examination to enable her to know whether pupils are prepared for the work of the next grade. Any other benefit that might be obtained from an examination can be secured from the informal written review without the nervous strain of the old-type examination.

I am not sure that this meets in any way the request contained in your letter of November 19, but am sending it to you for whatever it is worth.

F. W. BALLOU

Superintendent, Washington, D. C.

I DO NOT believe in the kind of examinations which prevailed twenty or twenty-five years ago, but rather do I believe in the type of standardized examination and the more thoughtfully prepared examination questions which characterize the procedure today in determining the educational progress of public school pupils. The former examination which undertook to determine what knowledge a pupil possessed or did not possess had only a limited value as compared with the type of examination today which undertakes to determine to what use a pupil is able to put the knowledge which he has received in his instruc-

tion. The change in the character of the examination follows the changed point of view from that of determining what the pupil knows to the question of what the pupil is able to do.

S. J. SLAWSON
Superintendent, Johnstown, Pa.

I WISH to speak of the subject of "Examinations" only from our own experiences in the use of them. We make use of three types of examinations: First, a short written test given by the teacher at unstated times for the purpose that the teacher may check the result of her instruction as it is measured in the reaction coming from the student in his expression of facts as related to his ability to use them. Second, examinations for general information—the non-standard type of test. The first test may be characterized as achievement test from the standpoint of the teacher's range of activity. The second as an informational test as it relates to the general application of all educational endeavor. Third, the standard intelligence test—we make use of the intelligence test as a regular test given to entering pupils for placement, students who are entering junior high school, and, again, after four years when they are transferred to the senior school, then intelligence tests are given any day all along the line where a question of the student using his ability is involved or, stated in other words, is the result of the work of the student a reasonable product as compared with his ability to produce?

Fourth, any teacher or any school at any time may make use of all three forms of examinations to arrive at a more accurate measure of the work of a grade or of the work of the school. Our experience has been that in the majority of cases or ninety-nine cases out of 100 the judgment of the teacher is confirmed by the result of the examination. We do not use any examination as a final measure for the promotion of students. We use all examinations as a means of classification of students.

Fifth, we find that the abilities of children are constantly changing and that the intellectual test does not, on repeated examination, show the same results. It is quite a difficult matter to give any examination to the same student any number of times where conditions will be the same that would warrant the same results. If the examination in itself was a constant the conditions under which it is given are variable and the results are consequently variable, so that individual application of all schemes under different circumstances is advisable.

Of the three different types of test which we give it would be difficult to state which has the more intrinsic value. Each in its place is of very great value to the conscientious teacher, but if our true measure of education is the achievement of the student, the growing ability of the student to efficiently use the information which he has obtained from all sources in the solution of the problems which he will meet in his life experiences so that such a solution shall be to the benefit and uplift of himself and his associates, then no one type of examination answers the question, and I am thoroughly convinced that we have not yet formulated a type of measure which is a true measure of growing ability on the part of the student.

SAMUEL ENGLE BURR
Director of Research, Lynn (Mass.) Public Schools

THE process of examining is with us constantly. In our work, in our play, examinations—more or less informal—fill an important place. Weighing, measuring and evaluating are a part of our every-day life, both as adults and as children. As school represents an important and integral phase of life, examining becomes a part of its procedure, too.

In general, I should say that the old idea of using tests and examinations as "hurdles" to be jumped or as methods for securing "report card marks" is no longer tenable. Today, we need tests of many kinds, new-type tests, essay tests; city-wide tests, local tests; informal tests, standardized tests; tests of fact knowledge, tests of skills, tests of habits, tests of attitudes, tests of appreciations, tests of ideals. We need these tests in order to gain a better knowledge of our children, so that we may know where they are and what we should help them to do next, in order to reach the goal they are to reach.

In other words, the greatest value of examinations, today, is to help us in finding where a pupil is, diagnosing his needs and showing what methods and materials to use in his further training.

We are now using four types of examinations in our work: (1) Informal or new-type or controlled tests made up and used by the individual classroom teacher; (2) semi-formal or entirely formal essay type tests made up and administered by the classroom teacher; (3) tests (either essay or new-type) made up by a supervisor or administrator for use throughout a certain school system; (4) Standardized tests (ability and accomplishment) which are in fixed form and which are to be administered and scored according to established rules.

All four types of tests or examinations do have value when properly used. None of them should be abolished, but each should be allocated to its proper place and function.

[This symposium will be continued March 4. An expression of of your viewpoint is invited.]

Confusing Facts Through Forms of Statistics

By JOHN R. KIRK
Kirksville, Missouri

IN A DEPARTMENT of the National Education Association last year a college president made the surprising announcement that 65 per cent. of the college students in our country attended private institutions and 35 per cent. of them attended public institutions. He seemed to have pride in what he said. But he had been misinformed. As a matter of fact, he omitted 47 per cent. of the enrollments in public higher institutions. He probably secured his data from Bulletin, 1927, No. 40, Bureau of Education.

That document under "Comparative Statistics," page 3, line 4, falls egregiously short of the facts by reporting only 767,263 students as the total enrollment in the "universities, colleges, and professional schools" of our country in 1926.

But there was another college head, the president of Peabody College, addressing a department of the N. E. A., who asserted that the teacher-training institutions are par excellence the heads of the educational systems of their respective states because "they are sending back as public servants to the communities from which they take their students, a larger proportion of those students than is any other type of institution of higher learning that this country has discovered or produced."

Bulletin, 1927, No. 40, so far ignores the facts vouched for by President Bruce Payne that it omits in toto from its list of "universities, colleges and professional schools" fully 200 outstanding professional schools and colleges with enrollments greater than 250,000 college students. These are the state teachers colleges and normal schools.

The greater surprise, however, of 1928 is to be found in the Journal of the N. E. A. Its May number, page 150, purports to give the total enrollments in all schools and all educational institutions of the United States. The exhibit carries, too, an acknowledgment of its preparation by the Research Division of the N. E. A., and refers to the Statistical Division of the Bureau of Education for authority.

That full page tabulation announces 486,826 students enrolled in private higher institutions and 280,437 in public higher institutions. When these two numbers are added, their total is 767,263 as announced in page 3, line 4, Bulletin, 1927, No. 40, Bureau of Education.

But the well-displayed showing in the N. E. A. Journal also omits the more than 250,000 students in the teachers colleges and normal schools.

The question, therefore, is raised as to how anyone can justify publishing the enrollments in "professional schools of Theology, Law, Medicine, Dentistry, Osteopathy, and Veterinary Medicine" and yet omit the enrollments of the professional schools and colleges for teachers.

The compilers of Bulletin, 1927, No. 40, take the pains to name in detail the institutions that they recognize as "universities, colleges and professional schools." They furthermore specifically announce on page 2 of that bulletin the several classes of "professional schools" and the enrollments of the same as follows:—

Schools of Theology.....	13,655
Schools of Law.....	40,359
Schools of Medicine.....	19,682
Schools of Dentistry.....	11,777
Schools of Osteopathy.....	1,568
Schools of Veterinary Medicine..	537

It seems possible that some educational officials may unhappily have a lingering disposition to avoid recognizing the American teachers colleges and normal schools as professional higher institutions. If so they bear evidence of eyes that are looking backward and not forward.

What in brief are the facts? One hundred professional teachers colleges now parallel the standard colleges and confer an acceptable bachelor's degree. Some of them confer a master's degree. Several others are planning to establish in the near future well-equipped and efficient graduate departments.

These teachers colleges had enrollments exceeding 170,000 college students in 1926. Approximately 100 state normal schools with approved entrance requirements and two, three, and four-year courses had total enrollments above 80,000 in 1926.

It is probable that many students from foreign countries, many laymen in our own country, some busy college presidents and some others are misled and misinformed by Bulletin, 1927, No. 40. I think there is no reason to doubt that its omissions are also detrimental to the country at large.

In conclusion, I venture to offer a brief tabulation. Doubtless it is well realized that our national statistics in education are in large part only approximations. I therefore submit the approximate enrollments in the universities, colleges and professional schools of our country, and express regret that I have to be out of harmony with the distinguished compilers of Bulletin, 1927, No. 40, and the authors of the data on page 150 in the May number of the N. E. A. Journal.

The total enrollments are approximately as follows:—

1. Enrollment in public "universities,

colleges, and professional schools" as given in Bulletin, 1927, No. 40, and in the N. E. A. Journal..... 280,437

2. Minimum enrollments in public state teachers colleges and normal schools 250,000
3. Minimum enrollments in all public higher education institutions..... 530,437
4. Enrollments in private "universities, colleges and professional schools" according to Bulletin, 1927, No. 40, and the N. E. A. Journal 486,826
5. Minimum grand total of enrollments in universities, colleges and professional schools in 1926..... 1,017,263

For one I deeply regret that we have not some national agency to assemble and publish accurate up-to-date educational statistics.

Teacher Training

By FRANK B. PEARSON
Columbus, Ohio

HERE we must go with wary step and with velvet tread for some, perhaps many, of those who are concerned with the work of training teachers are confident that they know what to do and how to do it and, also, that they know "what it is all about." Conceding that their claim is a valid one it is still in place to raise questions if they are pertinent ones and germane to the subject, that they are neither captious nor critical, but are asked in the spirit of fraternal kindness, in the spirit of amiable and amicable co-operation. We are all agreed that training precedes and conditions proficiency and efficiency, and that apprenticeship precedes mastery. No one, however rash, would have the temerity to essay the task of piloting an airplane who lacked training in the art. To do so would be to covet disaster. Training is a condition precedent to success in surgery, in law, in medicine, in typing, and in driving an automobile. In none of these lines of human endeavor would we engage the services of tyros. We demand proficiency and are well aware that training must supplement natural aptitude or proficiency will not issue forth. If they lack proficiency they are not only useless but are positively dangerous.

In a general way we are constantly testing for proficiency in many, or all, of the activities of life and arriving at judgments accordingly. In doing so we appraise the training when we see or hear the performance. The business man receives the letter from the typist, gives it close scrutiny with particular attention to the use of capitals, punctuation, spelling, paragraphing, and spacing, and then forms a judgment as to her proficiency, and, upon the heels of that, passes judgment upon her training. We rate the proficiency of the chauffeur by noting how he negotiates the masses of congested traffic in city streets. If he has a collision we discredit his proficiency, and render an unfavorable verdict upon his training. We hold both himself and his teacher jointly responsible for the mishap with but scant attention to his alibi. We grade the proficiency of the aviator by watching his evolutions in space, in a casual way, but the real test is whether he delivers the mail from New York at its destination in St. Louis with no infraction of the schedule. Did the man in St. Louis receive the letter from New York at the appointed time so as to meet his obligation at the bank? That is the paramount question, and upon the answer we estimate his proficiency and judge his training.

Training of the right sort always peers ahead toward some specific objective as a resultant. The teacher of the typist is looking forward to the perfect bit of typing which the pupil is to produce as the result of her training. Incidentally, the student may become an expert tennis player or an accomplished pianist, but those achievements lie outside the realm of her training as a typist. That perfect letter is the goal of her training and all else is extraneous. That letter is the focal point. The teacher of the chauffeur expects his pupil to drive the automobile without accident or delay in the most adverse conditions, and all the training is focused upon this consummation. He is not training him to become a golf player, or an expert ball pitcher, but to win the skill to drive a car. The teacher of the aviator keeps the attention of his student fixed upon that trip from New York to St. Louis and nothing else. That mail must be delivered on time, and this student is the agency for the accomplishment of that important task. The teacher of music is training the pupil for her part in the coming recital and nothing must be permitted to interfere or intervene. The physician is expected to be able to cope successfully with disease and bring about a restoration to health. Otherwise the training fails to function in proficiency.

By the same token it seems altogether reasonable to expect the teachers in teacher-training schools

to have an equally definite and distinct objective toward which all their efforts are bent. But unfortunately, or, possibly, fortunately, they have not succeeded in enunciating their big purpose in terms that are clean-cut and convincing. Nonchalantly, they tell us that they are preparing their students to teach school but are at no pains to clarify the statement. They seem to think that the bald statement is enough without any elaboration. Just what they mean by teaching school they leave us to infer, but it is not an easy matter to draw any clear inference in a matter so vague and general. If they mean the mere mechanics of teaching we can infer their meaning, but if they mean something which penetrates below the surface then we are left in a fog. The teacher of the typist finds no difficulty in explaining the objective toward which he is working. He tells us at once and glibly, but those who are training embryo teachers resort to generalities and give no peg to hang a meaning on. If they have a clear concept of teaching school they should be generous enough to share their knowledge with us.

It seems quite incongruous for them to be trying to train their students to do something when they themselves do not exactly know what that something is. If they were teaching them to thread a needle or play tennis, or change a tire, the goal would be as clearly defined as a cameo. But they are training them to teach school while still unable to say just what teaching school really is. They may say something about apprehending truth in all its manifestations, but that is by way of throwing dust into our eyes. We insist upon knowing what they mean by teaching school, and they insist upon telling us just exactly nothing that will clear up the difficulty. If they do not know what it is they should be frank enough to admit it. But they ought to know, seeing that they are busy training people to do it. They may try to wave this away with a gesture or dismiss it with a platitude, but it cannot be got rid of as easily as that. Their own students are importuning them for a definition and when these students are asking for bread they dare not give them a stone. There are many definitions of teaching, but none of them stands forth as the *ne plus ultra* definition.

We manage to skirt just the edge of a definition which is generally acceptable when we aver that the purpose of teaching is to develop character. That always wins applause. We are ever ready to applaud a generality which does not commit us to anything. It is an easy thing to hide behind vagueness. There is a Latin word *mos* which means habit and the plural *mores* means character. Hence character is the sum of all our habits, but that doesn't help to any appreciable degree. If teaching is the process of developing character then, in all conscience, those who exploit this definition ought to tell us what character is. We train people to teach school, and declare that the purpose of teaching is to develop character and then become dumb in the presence of a demand for a definition of character. This we call an *impasse* or a *cul-de-sac*. There is one way out and that is to name the constituent elements of character and set up the elements as the goals of teaching. There are many of these, to be sure, but if we cannot agree upon a single goal in teaching a multiple goal will serve a beneficent purpose. If teaching leads to such goals as initiative, aspiration, appreciation, the teacher may properly lay claim to a large degree of proficiency.

When we ask the embryo typist as to her goal she says she is hoping to turn off a piece of perfect typing. When we ask the embryo teacher the same question she replies quite naively that her goal is credits with a degree in the offing. But there are no credits or degrees which are exponents of expert teaching ability. We need another degree for this purpose, a degree which will be a guarantee of proficiency in teaching. If such a degree were conferred the teachers in our training schools would guard the approaches to this degree with scrupulous care, for this degree would, in a very vital way, represent them and their work, and they would be loath to have either their proficiency, their judgment, or their honor impeached. When they certify to this degree they want no cloud of doubt over-hanging the record. Then students would strive to attain expert teaching ability as a condition precedent to this degree. But so long as teachers and students are striving toward the goal of mere credits we shall continue to have an element of chaos and uncertainty in our training schools.

Many people believe that universal education is impracticable; that the American ideal—of providing for each person as much education as will benefit him—creates an unendurable burdent. In truth, however, universal education is the goose which lays the golden eggs of our national wealth. Our industry is born of it. An uneducated people could neither make nor use the great variety of goods America produces. We have not yet approached overproduction in education.

—Arthur E. Morgan.

Personal and Professional

PRESIDENT W. H. P. FAUNCE, president, Brown University, recently celebrated his seventieth birthday with this remark: "The college of today is better than the college of fifty years ago, because professors have learned to work with the students rather than lecture at them. . . . The world has grown faster than men's minds, but if the educators continue without flagging the balance will be restored." President Faunce insists that he should retire at the end of this school year. Though there is no suggestion of it in laws of the university it has come to be the educational custom to expect teachers of high and low degree to retire at seventy. Dr. Faunce is one of the eminently courageously sane university leaders, and his latest utterances are the richest of his messages, and he will leave Brown University at the height of its educational and professional fame.

H. L. SMITH, State University of Indiana, Bloomington, and president of the National Council of Education, has one of the thrilling programs at Cleveland on Monday and Tuesday afternoons. Dr. Smith will be in England and on the Continent this summer in connection with the World Federation of Education Associations, and after the meeting at Geneva will be available with an important and interesting course of lectures on "Comparative Education." Dr. Smith is a man of achievement who has a vital message.

LLOYD P. STERNER has retired from the superintendency of Bloomsburg after thirty-nine years' service in the schools of the city. He retires because he has reached the fatal age of seventy. He was honored by a testimonial banquet, a purse of gold, and exuberant expressions of appreciation.

W. B. BUZZELL, president of the University of Oklahoma, is meeting serious problems in a heroic way, and his Board of Regents are with him to the limit. His latest triumph is in the matter of class hazing, which has become a nuisance in many universities. It is to end at Norman, which means much in many ways.

E. C. GIFFEN, state superintendent of South Dakota, blossoms out into state leadership as brilliantly as did any Mayflower in its season. We have known nothing comparable to the evolution of Mr. Giffen.

He was twenty-one years of age when he left a humble home in Ohio and went to South Dakota to try his luck at a luckless time, 1910.

He was twenty-three years of age when it occurred to him that he needed to go to school. He was twenty-five when he earned the lowest grade teacher's certificate at the State Normal School, Aberdeen, and for five years he taught one-room schools. In summer he went back to Aberdeen, and at twenty-seven years of age earned a state certificate and secured an elementary principalship.

He persisted in his summer school study, and at thirty-five years of age was regularly graduated at the State Teachers College at Aberdeen. That was four years ago.

It is needless to say that he was an unusual one-room school teacher, a most unusual elementary school principal, a famously successful state director of Americanization of foreigners, a whizzer as state supervisor of rural schools.

Everywhere, every time, he made friends, the friends that boost in the right way at the right time, and that is why he is state superintendent of South Dakota.

M. A. CASSIDY, who died suddenly in his home in Lexington, Kentucky, on December 21, had been superintendent there for more years than any other city superintendent in the state. His service had been as important scholastically, educationally and professionally as it had been extensionally. No other educator in the state paralleled him in any achievement for forty years. We had known him more intimately for the forty years than any other superintendent in the South. While he had had warning that his health was slipping he was officially active to the last day of his life.

HARR WAGNER, creator and president of the Harr Wagner Publishing Company, San Francisco, occupies a unique position, personally and professionally, in the state. A native of Pennsylvania, an adventurer in Mexico when there were real adventures in that country, a county superintendent, San Diego, California, a progressive leader professionally in press and on the platform, he became a socio-civic leader in the metropolis of the Pacific Coast several years ago.

No other educator has had the same intimate relation to literary and dramatic leaders that he enjoys. He created the "Sequoia Club," the rendezvous for a quarter of a century of those who enjoy the comradeship of talented men and women in various professions.

The Western Journal of Education, of his creation, has a personality which has brought to its support, and to the support of his wide range of books, a loyalty and devotion such as few school men enjoy.

In the many visits to the coast the comradeship of Harr Wagner and his friends has been a joy anticipated and realized more and more as the years come and go.

Who Knows Jimmy?

By ARTHUR DEAN

Does anyone really know Jimmy? To be sure we know what he looks like—a familiar figure of ten, with rumpled stockings, tousled hair, hands and face that aren't exactly immaculate, and a grin for everyone he likes. But what about the real Jimmy? Not so easy to spot, is he? The trouble is, there seems to be a lot of Jimmies enrolled under one name. In short, Jimmy is a quintuple—or so—personality.

For instance, there's the Jimmy that appears when he has to be with a group of sedate adults, a well-mannered little gentleman who speaks when he is spoken to and remains quiet and unobtrusive the rest of the time.

Contrast him with the Jimmy that plays with the gang out in the back yard, a happy, scrappy, noisy and boisterous Jimmy, charged with energy, full of activity and far removed from a model of behavior.

Then there's the Jimmy that visits his grandmother, a subdued cherub who has his mind's eye firmly fixed on a large piece of cake out in the pantry. And there's the Jimmy with the small girls, a fresh little imp, who thinks they exist only to be teased.

There's the Jimmy that goes with his father, a genial good sport who tries hard to be a man, admires everything his father does and wants to be just like him. But the Jimmy that his mother sees is far less grown up. He's still regarded as a small boy who runs to her with his troubles, and depends on her to help straighten them out. One who absorbs her motherly sympathy and still likes to be petted and babied a bit.

And the Jimmies at school, lots of them. There's the Jimmy out at recess, somewhat resembling the back-yard Jimmy, and there's the Jimmy in the classroom, who doesn't like to study and finds it hard to remember history and geography, gets along better in arithmetic, but revels in manual training. There's the rebellious, resentful, and mischievous Jimmy under one teacher, and the decent, likable and quite well-behaved Jimmy under another.

There's the Jimmy that plays with the older boys, an obedient little servant who tags them around and tries to imitate their superior ways, and there is the Jimmy with the younger boys, pretty decent to them, but still with a tendency to swagger around and lord it over them, just as the older boys do over him.

Jimmies to the right of us, Jimmies to the left of us, a veritable brigade of Jimmies, and no two alike. And yet, buried down here somewhere, is the real Jimmy. He is pretty hard to find among so many. In fact, he probably hasn't shown himself at all. At ten, he is only a shadowy possibility, but when he does appear at a more mature time a lot of these potential Jimmies will go into his make-up.

What we must do is to help Jimmy pick out the right Jimmy. We will have to discover as many of these potential personalities as we can, encourage the good ones, and try to root out the bad ones, and then when the real Jimmy finally emerges from this maze of possibilities we can surely count on something worth while.

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Uniting Parents and Schools

By ANNIE E. BOSTIAN
Salisbury, N. C.

IN STUDYING the trends of progressive education, the administrative and supervisory groups of the Salisbury (N. C.) city system came to the conclusion that no two schools are exactly alike in personnel of teachers, principal and children. Therefore, the type of instruction, activities and all school work in each school must possess a certain personality just a little different from any other school in the system, State and country. This was the beginning of finding Henderson School personality. All members of the faculty left last June with this one problem in mind to be worked out during the summer. Each faculty member was to bring his or her own individual contribution of thought and study to the entire group when school opened in the fall.

The personality problem was discussed at the first meeting of the teachers in September before the opening of school. Three phases of a plan—character education, community activities and a study of creative education by the faculty members—were set up as a particular personality contribution to this school, with a careful consideration of all phases of progressive trends in education as these plans are worked out during the year. The staff was formed into three committees, each working on plans, studying and checking results.

Many meetings have been held in discussing the work of the community committee. The chairman, Miss Jessie Redwine, a first grade teacher, has been very active with her committee, reading and studying the community needs. The committee, realizing the inter-dependence of home and school, recommended a stronger bond between the home and the school. They submitted several ways in which this might be done. The monthly meetings of the P. T. A. centred around the idea of "Study Your School."

The next step in the plan was to have the parents actually visit the school at work. Every plan worked out seemed to eliminate the fathers, as so few could come to the building during a normal day. Then, knowing that night schools had worked well in other parts of the country, the teachers decided to have a night school. The idea brought all parties concerned closer together. The children were excited over the plans. Each child came to the school of his or her own free will. Much careful planning was done by the teachers individually and in groups and by the children themselves. It was the desire of the faculty to show all phases of the regular school day and the various activities in music, free periods, work periods, study groups, discussions and room council meetings, and at the same time keep the work as it is done every school day. The night finally came, with 70 per cent. of the children ready for work. Practically every child brought one or both parents. Work began at 7.20 and closed at 8.30. At the close of the school work the older children went home. The small children who waited for parents continued with play periods and story hours during the meeting of parents.

City Superintendent Guy B. Phillips held the discussion, at which time parents had a chance to ask any question they so desired. Quite a few fine things came out of this very frank, open discussion.

There were four rather definite outcomes:—

1. A desire on the part of parents present to have this type of activity again during this same school year.
2. A much closer bond between teacher, parent and child.
3. A more intelligent parent concerning the actual activity of a progressive school.
4. An expression from these participating parents to have all parents get into the school and find out what was really being done.

Several human situations grew out of the activity which should not be overlooked. A number of children gave up social engagements because they wanted to help with the activity. One freckled-faced boy gave up the chance of being in

(*Continued on Page 242*)

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School Problems

Edited by a School Executive

233. Should a superintendent feel obligated to help a teacher whom he needs to keep in his own corps to get a better position outside? (Massachusetts.)

He certainly should. The chances are he would like a better position himself and would welcome help in getting it. He probably got his present position that very way, through the assistance of some school officials. It is the golden rule. I know it is hard to train teachers and just as you get them most valuable have a wealthy neighbor come along and offer them a larger salary to go into his schools, but you yourself are doing the same thing every time you go out to get a teacher. If a teacher works hards and does all she can to promote your school system, then she deserves all the assistance you can give her in getting on in the profession. If you cannot pay her the salary she wants or give the promotion desired you should help her to get them elsewhere to the extent of recommending her fully and releasing her on a reasonable notice, such as a teaching month. That is one of the illustrations of loyalty as a fifty-fifty proposition. A teacher owes loyalty to her superintendent, and he owes loyalty to her. It is a two-sided affair. The superintendent who holds a teacher to the year's contract on the plea of "ethics," and refuses to release her on a school month's notice, is fast disappearing. That is selfishness.

But what about loyalty to his system, to his school board, I hear you say. Oh, yes, I know it is difficult, but he can find another teacher and train her if necessary. That is part of his job. The teacher cannot afford to pay with her career. He is morally obligated to help her get ahead in the teaching profession.

234. Where should pupils be taught to study? (Mass.)

I take it your question means in what grade. We should begin to teach children how to study in the first grade. The silent reading plans in the newer reading systems provide definite means for children studying, finding information and applying it. Then here we begin to teach children to memorize in the proper way according to psychological principles. The teacher should be constantly conscious of laying correct, definite study habits from the very first grade on. That supposes she knows the fundamental principles underlying the best methods of study and can apply them to the level of her children. The children should get the reason as well as the practice in so far as they are able to understand as they go along. In the elementary grades there should be a few definite, simple habits of study through plenty of practice. Now when the boy or girl gets to junior high he is ready for rules of study. Just as up to this time he must acquire English before he takes on grammar, which is an adult check, and he must have something to check first, so he has been guided in his study and now he is ready to take on some rules of study by which he can guide and check himself. He needs plenty of exercises in applying these rules so to be sure he understands and can use them and more than that that he does use them until he does so naturally, with speed and profit. This particular course in learning to study can be taken up in the junior high just as well as the senior high, and can be added to later if necessary. If taken up in grade seven you have the benefits in grades eight and nine.

Particular methods of study best adapted to certain types of subjects may be taken up more fully in the senior high, and definite ways of handling examinations and notes for those going to college can be specialized. Much time and effort is lost both in senior high and college because our pupils have no idea how to study. We hear a great deal about it from these two institutions, but the fact is that time and effort are lost all along the line, and it should be started in grade one.

And let me whisper a question: How many of our teachers know how to study and where do the teacher-training schools and colleges come in on this question? But, of course, that is another story.

235. How many years should there be between the minimum and maximum of teachers' salaries? (Oregon.)

Five to seven years is a popular time set. Less then five years encourages your teachers to move on just as they begin to be most valuable to you. More than seven years, unless you are a big city with a high maximum, makes the yearly increment too small or the minimum too low.

With a thousand-dollar minimum and a fifteen or seventeen-hundred-dollar maximum and a yearly increment of one hundred dollars you get a five or seven-year period of financial advancement, which is quite common and fairly successful. As the maximum increases to two thousand the minimum usually increases also, keeping the years down to five or seven. As the maximum mounts above two thousand the period to acquire it usually lengthens.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Pied Piper Returns—I

Jobblecobs sat on the wooden fence rail just outside of the Danbury fair grounds and leaned his chin on his palms and grinned. Jobblecobs looked like a gargoyle one sees now and then perched high up on a church roof. It was funny how Jobblecobs could sit on the fence rail and see everybody and everything and yet remain unseen. "Look at that fellow over there with the peaked hat and the long red feather hanging over his shoulder," cried Jobblecobs. Nobody answered, for nobody was anywhere about. "Well, that is the Pied Piper." "The Pied Piper?" asked Jobblecobs of himself. "I thought the Pied Piper was never seen again after he had opened the black mountain and led the children in and closed the granite doors after them." "Nonsense," exclaimed Jobblecobs. "That's the Pied Piper right over there. Can't you tell by the crowd of children that throngs after him?" Jobblecobs laughed and slapped his thin, pointed knee with his right hand. "Isn't the Pied Piper a merry fellow? See how he smirks sideways at the little fellows who dog his heel. What a generous fellow he is, too. Why, he is actually giving each little boy and girl a tiny white flute just like the one he holds in his own mouth. What a merry time there will be when all the flutes are set playing by the Pied Piper and his happy crew!"

Jobblecobs got down from the fence rail and ran up close to the Pied Piper. "Me, too," he cried reaching out his hand. "Me, too!" The Pied Piper smiled and gave Jobblecobs two of the little white flutes. "Light one," said the Pied Piper, "and do as I do." "Light one!" exclaimed Jobblecobs. "I thought these were flutes to blow on." "Oh, no," said the Pied Piper. "They are cigarettes. Where have you been the last ten years, my little friend? Don't you know every one is smoking cigarettes?" The Pied Piper nudged Jobblecobs in the ribs.

(To be continued.)

The Pied Piper Returns—II

"It's a merry old world," he said. "Once I drove the rats out of a village in the old country." "I know all about that," said Jobblecobs. "I was there." "You were there!" exclaimed the Pied Piper in surprise. "Yes, I was there. I watched the old burgomaster and the others haggle over the cost of getting rid of you. I saw them refuse the money that would keep you from destroying their children." The Pied Piper grunted. "It is indeed a merry world," went on Jobblecobs, "with the same old burgomaster spirit abroad. Every race I know is still unwilling to pay the price that will prevent you and others like you from destroying the thing that the race loves most, — its precious children." "Fiddlesticks," cried the Pied Piper. "You are old-fashioned, my dear. Very old-fashioned, indeed." Jobblecobs went back to his perch on the fence rail. "Excuse me," he said. "I know something. Let the little fools follow the Piper if they will, but I see exactly where he is leading them. He is the same old Pied Piper and up to the same old piper tricks, — leading the children of men into the darkness of the iron-black hills. See how his red feather bobs as he walks and see his turned-up, pointed shoes and see how arched and black his eyebrows are and see how skilfully he has tucked his tail away under his red cloak."

Jobblecobs grinned and slapped his knee with his right hand. "And the mothers and fathers," he said: "they don't seem to mind a bit. They are too busy following another Pied Piper off in another direction."

Jobblecobs sat on the fence rail all one warm summer afternoon and there was never a break in the line of the children who went by following the Pied Piper in through the iron gates of the Mountains of Failure.

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The Will Is Free

Four men once stood on a street corner watching other men pass by. "What is it," asked one man, "that sets our humanity apart from the other works of creation?" "His hands," said the second man. "All his use of tools, his inventions, his skill, his progress, have come from the peculiar power his hands have of grasping things." The third man laughed. "Not so," he said. "It must be his mind; out of that comes his powers of speech, his ability to think, and, therefore, to reason; to become conscious that he is himself. His mind, my friend, has given him the power to do all things that he has done. The hands are but the tools the mind uses to fashion other tools." The fourth man watched a woman stop, reflect a second, and then return by the way she had come. "Important as the mind is," he said, "there is something still more important back of it. The power to think is not enough. It, alone, would not bring man to his present high plane of intelligence. No, no, my friends, I think man's unique place in the universe is due to his free and unconquerable will. Let us examine my meaning just a moment. Whether mankind has gone upward or downward has been due to the way mankind has used its will. It requires some more powerful thing than knowledge to make you or me weigh an earthly gain and a spiritual value, before our intellect, and in choosing the spiritual value run counter to all the urgings of the flesh;—and yet this choosing of the spiritual values which we know as 'doing the right thing' has made of the animal, man, the noble creature that he is."

"You may be right," said the second speaker. "In any case one great poet agrees with you. I recall the words of Mathew Arnold.

"The will is free;
Strong is the soul, and wise and beautiful;
The seeds of god-like power are in us still;
Gods are we, bards, saints, heroes, if we will.

—Matthew Arnold.

The Two Observers

Two men once went into the field to see what they could see. They sat on a fence rail in silence for an hour noting the things that were of interest in the scene about them. At the end of the hour one man said: "I am ready to report. I saw two butterflies pass over that stone wall, one of them lit on that Russian thistle and one lost himself in yonder big spider web. I saw a bird flying at the edge of a cloud; I saw a bee come and forage in yonder head of goldenrod. I saw the wind blowing gently over the grass; I noted the beauty in that old oak." The second man thought a moment before he replied, then he said: "I saw spirit moving in the wings of the two butterflies; I saw it stirring as the grass waved under the wind; I saw spirit humming where the bee foraged in the goldenrod; I saw spirit flying at the edge of the cloud where you saw your bird. I saw spirit welling

up, beautiful and strong, where yonder oak grows, and I saw spirit sitting beside me here on the fence taking note of the doings of spirit in the world about."

The first man laughed. "You have better eyes than I have, for I saw only things as they are; wings as they are; trees as they are and flowers as they are. For me that old oak is just an oak and this goldenrod is just golden flowers."

The second man then replied: "I cannot answer you as I should like, nor can I show you the things I see, but when a thing moves, something moves it, and when a thing is beautiful, something has made it so; when a thing is strong its strength lies in some other source than the earth that forms it, for earth, in itself, crumbles into powder at a touch. With my mind's eye I see this mysterious power that shapes the earth into wings and flies them, into grass and lifts it up; into an oak tree and spreads its branches gloriously strong about it; into a goldenrod blossom and gilds and shapes each wonderful petal with a master's skill. All else to me is meaningless."

The Two Passes

There was once a king in a far country who had in his court two very wise men. When the king got into any difficulty he called on these wise men and put the matter before them and asked their advice. These men were very jealous of one another, but were wise enough not to let the king see their jealousy. One day, as the king sat in his garden, he recalled a promise he had made years before to a distant ruler to visit his court. He decided to start on the journey at once, but recalled that the way lay over a high range of mountains. Sending for his wise men he said to them: "Tomorrow I start for the court of King Boris. I must pass over high mountains, of course. Now, which is the best way to go?" The wise men were bothered by his questions and both scratched their white heads in deep thought. At last one said: "You must go, Sire, by the High Pass. It is safer and easier than any other." The second wise man objected. "The proper way to go is by the Low Pass. I have heard it said that it is the only pass that can be traveled at this time of year." "Since you disagree," said the king, "go forth and find out the truth and report to me this afternoon."

Now, as soon as the wise men were out of hearing of the king, instead of finding out the truth, they fell to calling one another names. This led to blows and blows to a desperate struggle in which one of the men struck his head against a pillar of the castle and fell down and died.

The other wise man was so upset by the accident that he forgot all about the passes till the moment when the king summoned him. "Sire," he said, "The best pass is the High Pass, as I said before. I advise you to go that way." When the king came in sight of the mountains he called to him a guide and said: "Where is the High Pass?" "It is there," said the guide, pointing to a gap in the mountain ranges. "Is it better than the Low Pass?" asked the king. The guide smiled. "Both are the same pass," he said. "Going in from this side it is known as the High Pass, but when entered from the other it is known as the Low Pass. Some people call it the High and Low Pass." Now the wise man stood near and heard the words of the guide. He was overcome with grief and fell on his knees and told the king all that had happened. "After a life spent in amassing wisdom," he cried, "in my old age I find myself in this difficulty." "Arise," said the king. "You are forgiven; let your experience be a lesson to both of us. How much trouble arises in this world that could be avoided if people but made an effort to find out the truth before entering into an argument."

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Forty languages of Europe and Asia have been simplified by a group of nearly one hundred scholars to facilitate the mechanical setting of type, it was announced by Dr. Harold H. Bender, professor of Indo-Germanic philology at Princeton University, who directed the survey just completed. Professor Bender's recommendations have been adopted in their entirety by the European and American divisions of the Mergenthaler Linotype Company at whose request the survey was conducted. It is expected that not only commercial printing will be benefited, but it will make possible, by reducing manufacturing costs, the production of many scholarly works. By the elimination of some characters and the simplification of others, this linguistic "house-cleaning" will make it possible to supply all the characters needed in the ordinary printing of these languages, even for scholarly editions and many philological publications.

Help Girls Paint Town, His Advice

If parents went on night parties with their daughters and "painted the town red," now and then, the home and community would be far better off than they are today, declares Dr. J. Edgar Park, president of Wheaton College, one of the foremost American colleges for women. "If you do not have trouble with girls of high school age," he said, "take them to a psychiatrist for examination." Whenever he found girls were 100 per cent. perfect in all things it seemed to him that there was something wrong. "Young people are going to the limit in tasting every drink once," he declared. "But I think they are right in doing so. They are enjoying their youth, and if you do not enjoy your youth, you do not deserve to enjoy your old age. The young people of today are hard, but clean. We are slushy jelly of sentimentality compared to them. Parents must realize that this is a different world from the one they roamed about in."

Old College Ways Becoming Extinct

Soon there will be nothing left for college boys who feel the urge to play baseball but to turn "pro," if the forecast by Dr. Kenneth C. M. Sills, president of Bowdoin College, comes true. Dr. Sills said that several time-honored institutions of college life in an earlier day were on the way to becoming as extinct as the celebrated dodo bird, and he placed college baseball at the head of the list. He inferred that radio, the automobile and the movies had a part in the changed conditions. The college president also said football "night-before" rallies, Ivy Day exercises and similar college-boy fiestas were quite disappearing, citing the fact that committees at Bowdoin, working to make these affairs successful, had had to go about and drum up attendance, only to find that those who had agreed to be there had unavoidably been drawn elsewhere when the time came.

Japanese Seek New Alphabet

President Kemal's success in giving Turkey a new alphabet has awakened the envious admiration of the large and growing number of Japanese who would like to reform their own system of writing. Japanese is written in a combination of Chinese ideographs and phonetic syllables peculiar to Japan. It is estimated that a knowledge of 3,000 characters is necessary to read the newspapers easily. For many years there has been a movement aimed at adopting the Roman alphabet, to be fitted phonetically to Japanese words. Such writing, known as "Romaji," already has very limited use, but owing to general conservatism there seems little prospect of its general adoption.

Would Let Coolidge Teach Thrift to Scotch

President Coolidge has been suggested as head of the course on "Thrift" at Aberdeen University, Scotland, after he retires to private life, the suggestion being made at a recent informal dinner party, attended by the President and Mrs. Coolidge, when the other guests were trying to learn something of Mrs. Coolidge's plans. The hostess interrupted the discussion by saying that President Coolidge's record in economy qualified him peculiarly for the chair on thrift at the Scottish university. The President smiled.

Salary Increases For Buffalo Teachers

The school board of Buffalo, N. Y., with only a few minor exceptions has voted the salary increases requested by the Federation of Educational Associations. The effect of the resolution is to increase minimum salaries by $100 and maximum by $700. All of the teaching staff is included with the exception of high and grammar school principals, assistant principals in the high school, and supervisors, who were granted increases two years ago.

Ecuadorians Urged To Go to Public Schools

Handbills setting forth the advantages of education and advising parents to send their children to public schools were distributed recently by school authorities in the Province of Pichincha, and its principal city, Quito, Ecuador. Parents were reminded of the law requiring school attendance and of the provision by the government of attractive school buildings, free books, and, in many places, free lunches. Additional advantages cited were the high type of education offered, free industrial and home-economics training, and careful attention to the health of children, including a weekly bath under school supervision.

Case System Used For School Study

The case system in the teaching of educational administration, following a procedure similar to the methods used in teaching law, engineering and medicine, has been found highly successful in training school superintendents and administrators at Teachers' College according to Dr. N. L. Englehardt, professor of education. A new volume of cases taken from actual field study had just been completed, he said, making a total of more than 350 cases to be studied by graduate students in the department.

Big High School Nears Completion

The new Far Rockaway, L. I., High School is nearing completion. The building covers an area almost as large as a city block and costs $2,500,000. The new school, which seats 2,500, contains complete equipment, including four science laboratories, large classrooms with full length windows, and an auditorium three stories high. For athletics, there are a swimming pool, two gymnasiums, four tennis courts, two basketball courts, and several handball courts, besides indoor and outdoor running tracks and football and baseball fields.

Students Need Time to Think

A chief concern of the present-day college should be to provide an opportunity for the youth who genuinely wants to study without being chaffed and cajoled into the ways of some of his ease-seeking associates, declared Charles E. Hughes, former United States Secretary of State. While not assuming that college problems of the present are entirely new, Mr. Hughes pointed out that colleges are crowded with activities which hardly encourage "the cultural processes of quiet and reflection." He went on to say that "large numbers of students with little appreciation of the true advantages of the college tend to conventionalize habits and to put upon those who would have higher aims the curse of eccentricity."

Faculty "Fights" Radioed by Students

"This is Radio Station NU at Northfield, Vt." Such was the announcement that caused wonder among Northfield's radio listeners recently. The station announcement was followed by accounts of bloody fistic battles involving dignified Norwich professors, together with comedy sketches, phonograph music and violin selections of a kind. These programs constituted an engrossing mystery, in whose solution the best of the local dial-twirlers were engaged. It was soon discovered that two students were responsible for the creation of the new "station." To their two-tube set, said to be located in Alumni Hall, they had attached a microphone, through which they sent out imaginary bouts between Norwich faculty members.

Talking Films Turning Musicians to Teaching

The era of the motion picture "talkie" has had its effect in educational institutions which teach how to teach music, according to Dr. Peter Dykema, head of the department of music at Teachers' College, Columbia University. Musicians of all kinds have enrolled in the Columbia School within the last six months to learn the art of teaching music, because of the enlarged musical field made possible by the talking films. Heretofore, most of the students were school teachers, but now the enrollment is populated by professional musicians anxious to break into the new field.

Bill Would Create Memorial University

Creation of a national university, which would be named the Washington Memorial University, is proposed in a bill which Representative Guyer, of Kansas City, Kansas, has introduced in the House of Representatives. The university, according to the bill, would be in commemoration of the 200th anniversary of the birth of George Washington, would be "at the seat of the Federal Government," and would be administered by the Chief Justice of the United States, the Commissioner of Education, the chairman of the Senate Committee on Education, the chairman of the House Committee on Education, and twelve others to be appointed by the President. "The Washington Memorial University shall be," the bill provides, "a post-graduate institution; shall confer no degrees, but may issue certificates of attendance; and shall be wholly non-political and non-sectarian." The sum of $12,000,000 would be appropriated to carry out the purposes of the bill, and a fund of $60,000,000 would be appropriated as an endowment for the university.

Student Luxury Here Amazes Colonial Group

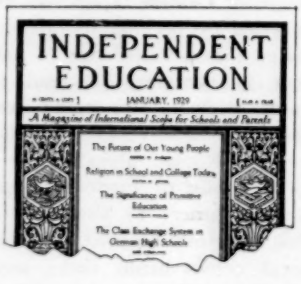
If the American college student is not born with a silver spoon in his mouth he has one that is at least plated given him when he enrolls, in the opinion of a group of college students from South Africa, who have been touring the United States. When they sailed they were all commenting on the material wealth spread out for American youth. "We were amazed to find such luxury surrounding the college," Miss Margery Ida Myers, twenty-one years old, said. "We come from a plain country and cannot understand it. The buildings, parks and campuses are inspiring."

School Boys Earn $50,000,000

The annual earning power of the employed boys fourteen, fifteen and sixteen years of age who are attending day continuation schools in the state of New York approximates $50,000,000. The annual earnings range from $150 to $1,300, and strike an average of $643.50. A study of 75,000 employed boys in the continuation schools of the state was recently completed by the Industrial Education Bureau of the New York State Education Department, and it was found only one and one-half per cent were unemployed.

$7,000 Legacy Now Worth $110,000

A million dollars or more will be available for professors' salaries at the University of Georgia in 1975 because of one man's faith in compound inter-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JANUARY, 1929
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The Significance of Primitive Education
The Class Exchange System in German High Schools

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est and his contribution of $7,000. Charles F. McCay, professor of physics and mathematics at the University of Georgia in 1842, started the fund, which has already grown to $110,000. Strangely enough, Professor McCay left the fund to a university that he probably took leave of with unpleasant thoughts. He had a dispute with the chancellor, and two other professors left about the same time.

Cleanliness Campaign In Mexican Schools

As part of a cleanliness campaign in Mexico launched by the department of rural education, clubs will be organized in rural schools composed of twelve pupils each who have dressed with the greatest care and cleanliness during a trial period of two weeks. Members have the privilege of wearing an insignia of the national colors and are permitted to elect their own officers and future members. The campaign contemplates inspection by a hygiene committee composed of members of the club of the school building and yard, furniture, and books, as well as of the pupils. The committee will cooperate with local citizens in sanitary measures for the community, and will arrange entertainments to raise funds for the purchase of soap, toothbrushes, etc., for needy pupils. A white banner is awarded to schools showing satisfactory hygienic conditions.

Story and Study Readers

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TREND OF THE TIMES

MODERN CONDITIONS afford girls of today channels of release undreamed of a century, or even a generation ago, declares Muriel Ivimey, psychiatrist in charge of the Mental Clinic of the Girls' Service League of America. The new conditions have given the modern girl opportunities for experimentation and revolt hitherto denied, and the new conditions have not really changed the nature of the modern girl, she said.

LARGER-SIZED farms in many, but not in all, sections of the country is forecast by Renick W. Dunlap, assistant secretary of Agriculture. He says that right now there is an unmistakable tendency on the part of the more aggressive and foresighted farmers to enlarge the size of their holdings, a factor which may not be be the best thing for country life.

NOTABLE ADDITION to the existing international network of weather-proofing stations is foreshadowed in the plans just announced for the establishment of a new meteorological service that will have as its field of operation the various British colonies in East Africa and will work in co-operation with the meteorological services of Egypt and South Africa. Reports from these stations are expected to be useful adjuncts of weather forecasting in America.

IN SIZE, number and method of working, the American philanthropic foundation is almost a new thing. There are more than a hundred foundations, in addition to more than seventy "community trusts" which serve very much the same purpose. These charities begin, but do not end at home. Their work is world-wide. According to estimates made since January 1, Americans last year gave something like $2,330,600,000 for philanthropic enterprises. About $20,000,000,000 have been given since the World War.

EQUIPPED with brand new seismograph machines built to receive and record the tremors of mother earth, the Harvard seismograph station is apparently prepared to record earthquakes the day before. The example given is: If the earthquake occured in Japan, it would have begun at its origin at 12.25 p. m., eastern standard time, January 31, but this time would be 2.25 a. m., February 1, in Japan. On this basis the new machines at Harvard would accomplish the seemingly impossible—recording a quake the day before it happened.

AMERICAN PEOPLE spend about $1,000,000 a day in pennies to buy their newspapers, according to William A. Thompson, director of the Bureau of Advertising, American Newspaper Publishers' Association. The money paid out each twenty-four hours in newspaper pennies is a mathematical determination of this universal fixed habit of newspaper reading.

A GRAND TOTAL of 2,651 patrolmen are assigned weekly to guard pay rolls in New York City, Commissioner Whalen has announced. The largest number, 710, are assigned on Friday, while 673 do this work on Saturday. The four other days of the week find the following numbers assigned: Monday, 318; Tuesday, 316; Wednesday, 314, and Thursday, 320.

TWO OLD-TIME sentimental methods of raising funds have been revived in England. One is for each city to adopt and relieve a specific mining village that is in dire want, and the other is for women to contribute of their jewels to a casket for Queen Mary to be presented to her at the opening of Elizabeth Garrett Anderson Hospital in London—presumably to be re-presented to the hospital.

STRANGE STATISTICS appear on lumber production. Oregon, Washington, Utah, Wyoming, and other recent frontiers show large decreases; supposedly denuded old states like Delaware, Massachusetts, and Rhode Island report increases of eighteen to seventy-eight per cent.

EXPENDITURES in the forty-eight states for operation and maintenance of their general administrative departments amounted to $1,120,004,895, or $9.55 per capita for the calendar year closing December 31, 1927, or the nearest complete fiscal year prior thereto, according to a report by the commerce department. The per capita cost was based on an estimated population of 117,305,534.

ONE UNCONSIDERED reason for the recurrent surprise over how the farm vote goes in the Middle West is that the region is not merely agricultural, but has been growing industrialized. Among its billion-dollar exports are tires, motor cars, agricultural machinery and mine products.

The BOOK TABLE

VISUAL INSTRUCTION IN THE PUBLIC SCHOOL. By Anna Verona Dorris, State Teachers' College, San Francisco. Cloth. Profusely illustrated. 481 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Miss Dorris, as head of the department of Visual Instruction of the National Education Association, has demonstrated devotion to the cause and high skill in the promotion of the use of illustrations and illuminations in the classroom.

It has been no easy task to promote visual instruction without individualizing the importance of studying texts that are not illuminated. It is impossible to overestimate the contribution that pictures and moving pictures make to ease of learning, but it is equally impossible to overestimate the liability to mental weakness sure to result from listless receptivity, physical and mental, unless it is aroused by some form of vigorous mental action.

Healthy digestion requires roughage to call into action that is dormant when there are too many calories and vitamines. It is even more true that learning requires roughage to challenge vigorous mental activity, and Miss Dorris aims to make illustrations useful without allowing them to be harmful.

THE CHILD-CENTRED SCHOOL. An Appraisal of the New Education. By Harold Rugg and Ann Schumaker, the Lincoln School of Teachers College. Cloth. 371 pages and 21 full page illustrations. Yonkers-on-Hudson and 2126 Prairie Avenue, Chicago: World Book Company.

Lincoln School of Teachers College offers exceptional opportunities for a new birth in education, and Harold Rugg and Ann Schumaker have presented the vitality and virility of breeding and brooding childhood and youth in that remarkable humanized institution.

It is not easy or natural to create a child-centred school in connection with an institution where professors have made reputations by subject-method creation. "Psychology of Subjects" is a serious handicap when it comes to developing child-centred methods and devices with child-centred psychology instead of subject-centred psychology, but Harold Rugg is the personification of heroic honesty and he has presented the aspirations of the Lincoln School regardless of effect upon his own copyrights and those of his associates. He went to Teachers College in 1920 when the real New Education was conceived, and he helped to create the incubator in which child-centred pedagogy was to be hatched.

"The Child-Centred School" deals with actual achievement rather than with magic dreams of what schools should attempt to do. It is a notable creation in fact instead of fancy.

STANDARDIZATION OF AMERICAN POETRY FOR SCHOOL PURPOSES. By Lorimer Victor Cavins, Ph. D., West Virginia University. Cloth. 134 pages. Chicago: The University of Chicago Press.

This is an important contribution to the promotion of the study of poetry in the schools. Dr. Cavins seeks to discover a standard which failed to materialize in 1913, and again in 1920. In the first of these studies there appeared that teachers were very much divided in opinion as to where the 183 leading titles should be read or studied. In the study of 1920 the result was as unsatisfactory as in the study of 1913. The result is practically the same in the study of Dr. Cavins, but he clarifies the situation by modifying the procedure, even introducing the opinions of children and youth as well as of teachers of English.

The author has at least made one real contribution in that he seems to have discovered a line of study that may ultimately satisfactorily standardize the school use of poetry in various grades.

Teachers of English should familiarize the schools with this latest and best contribution to this highly important problem in the use of poetry in school.

LABORATORY EXERCISES IN EDUCATIONAL STATISTICS. With tables. By Robert Lee Morton, Ohio University. Cloth. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

There has been great need of definite information such as is provided in these "Laboratory Exercises in Educational Statistics." The information has been scattered through various books, but teachers in service who had their professional training before present professionalism have sometimes been dazed by the glibness with which modernists talk of smoothing the frequency polygon, percentile curves, permutations, measure of slowness, etc.

Here is a book which one can follow easily, with exercises for practice until any one trained in other days can understand, and, of course, professional youngsters will use it as a text.

THE HOUSE AT POOH CORNER. By A. A. Milne. Decorated by Ernest H. Shepard. Cloth. 300 Fourth Avenue, New York: E. P. Dutton & Co.

There is no writer of today whose pen has a sweeter personality than A. A. Milne's. A little grandson of four years had Milne's "When We Were Very Young" read to him six times, and it was as fascinating the last time as the first, and more captivating the first time than any other book that was read to him.

Milne's "Christopher Robin" was a creation incomparably sweet in its rippling rhymes. No other verse has had the same melodious charm for little people that "Christopher Robin" has.

"Winnie the Pooh" was as distinct a literary creation as was "Christopher Robin," and "The House at Pooh Corner" has the ripened flavor of the budding of "Christopher Robin," and the blooming of "Winnie the Pooh." It harvests itself, as does everything that comes from the pen of A. A. Milne.

Books Received

"Silent Reading Devices," First Series. By Dorothy Danforth.—"Modern Physics." By Charles E. Dull. New York: Henry Holt and Company.

"Enrollment in the Foreign Languages in Secondary Schools and Colleges of the United States." New York: The Macmillan Company.

"Administration of Pupil Personnel." By Arch O. Heck.—"The Business Administration of a School System." By W. G. Reeder.—"Elementary Economics." By T. N. Carver and M. Carmichael.—"Commercial Education in Secondary Schools." By H. D. Kitson.—"Introduction to Education." By F. L. Clapp, W. J. Chase, C. Merriman.—"Ninth Grade Mathematics." By F. M. Dunn, E. S. Huebner, J. S. Goldthwaite.—"A Synthesis and Evaluation of Subject-Matter Topics in General Science." By F. D. Curtis. Boston: Ginn and Company.

"Practice Exercises in Reading," Book 4. By A. M. Mosseman. Los Angeles, California: Research Service Company.

"Printshop Practice." By R. A. Loomis. Milwaukee, Wisconsin: Bruce Publishing Company.

"Handbook of Athletics." By G. Bickley. New York: A. S. Barnes & Company.

"Steps to Storyland." By F. L. Taylor. New York: Beckley-Cardy Company.

"American Council Civics and Government Tests," "American Council Economics Test," "American Council European History Test," "American Council Solid Geometry Test," "American Council Trigonometry Test," "Reading and Literature," Book 3. By M. E. Haggerty and Dora Smith. Yonkers, N. Y.: World Book Company.

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GRINS BETWEEN GRINDS

One More Question

"Children," said the Sunday School teacher, "this picture illustrates today's lesson. Lot was warned to take his wife and daughter and flee out of Sodom. Here are Lot and his daughter, with his wife just behind them, and there is Sodom in the background. Now, has any girl or boy a question before we take up the study of the lesson?"

"Pleathe, thir," lisped Susie, "where ith the flea?"

A Brunette's Finish

"Your girl is a blond, eh! Suicide or natural?"

"What do you mean by suicide blonde?"

"One who dyes by her own hand."—Boston Transcript.

An Observant Child

Little Elsie was being taken to task by her mother. "You bad child! Just look at that jam on your face. Whatever would you think if you saw me with my lips and cheeks all smeared with red like that?"

Elsie considered a moment and then said innocently: "Why, I'd fink you was goin' to a dance, mummy."

Enough!

Mr. Fuddle: "Jane, I want to be cremated when I die, and I want you to have my ashes."

Mrs. Fuddle: "When you die, John, you are going to be buried—I have had enough of your ashes."

Short Story

A commercial traveler, calling upon a new customer, produced by mistake a snapshop of his fiancee, instead of his business card. "That's the firm I represent," he said. The customer examined the somewhat determined-looking features of the young woman and returned the photograph with the remark: "I'll bet you'll never be manager of that firm!"

Static

An Edinburgh guide was showing an American round the Scottish capital, but without arousing any enthusiasm in the visitor.

They stopped before a large and imposing building.

"What do you think of that?" asked the guide.

"Waal," replied the American, "it's not a bad-sized building, but there's only one. I guess there are hundreds like that in New York."

"I won't argue the point," said the guide. "That's our asylum."

His Wife His "Better Half"

"I call my wife my 'better half.'"

"Why?"

"Because she's always saying: 'You better half that tire patched,' and 'You better half your tooth fixed,' and 'You better half this,' and 'You better half that'!"—Life.

The Secret's Out

Mary's Beau (waiting for her to come down stairs)—"Is Mary your oldest sister?"

Kid Brother—"Yep."

Mary's Beau — "And who comes after her?"

Kid Brother—"You and two other guys."

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Uniting Parents and Schools

(Continued from Page 233.)

a local moving picture, "Kid Comedy," in order to make a contribution to his school.. One teacher, due to excitement, couldn't eat her dinner.

Teachers in other parts of the city wondered what Henderson School would do next. They recognized the venture.

Because of these human factors and situations, the parents, teachers, children, and community have been drawn much closer in this spirit of service and study of a vital problem, "Study Your School."

Youth More Decent Morally

"College students have a great deal more religion and are a much more decent lot morally than their fathers or their grandfathers," according to George W. Wickersham, United States attorney-general during President Taft's administration, and a leading member of the bar of New York. His remarks in defence of youth were in answer to recent utterances of the chaplain of Amherst College and the Episcopal bishop of central New York. These speakers charged that "there is an alarming decrease in church affiliation among college students; none of the professors have any religion, and neither have the students." "The youth of today, as I know them," declared Mr. Wickersham, "seem to be more religious-minded but less churchly-minded than those of a half century ago. They are not interested in creed or dogma; they are profoundly concerned with God and Christ, and they are ready to accept Christianity as did the early Christians as 'a way' in life."

The University Dean of Men

By Henry Grattan Doyle
George Washington University
Washington, D. C.

The Dean of Men is a university officer with varied duties. He is the "contact man" between the administration of the university and the men students. He is concerned with everything that affects the personal and group interests of the men students, and especially with social life and "student activities." Freshmen and other new students are one of his particular cares. He is a consultant—at the discretion of the dean of the school or college concerned—in disciplinary matters, but he is *not* an official disciplinarian of the university. His office is a place not only of friendly counsel, but of friendly consultation, where students may frankly present *their* points of view, not merely listen to his. He is expected to be ready to listen to anything students may choose to tell him, without necessarily taking official cognizance of it—in short, to respect confidences. To sum up, his duties have to do with the all-important human relationships in the complex life of the university, in which the Dean of Men's place—to use an overworked expression—is primarily that of "guide, counselor, and friend."

Investigate Drinking by Pupils

Following suspension of three students in the Eastern High School for Girls, Baltimore, Md., for alleged intoxication in class recently, Dr. David E. Weglein, superintendent of public instruction, immediately sought to determine whether liquor can be purchased by students from neighborhood speakeasies, as has been reported. The girls were suspended after they had caused a general disturbance in class. School officials said the girls were under the influence of liquor. Search revealed an empty liquor bottle in a rest room. Members of the Public School Association and the Alumnae Association of Eastern High School offered their aid in the investigation to determine whether or not speakeasies flourish in the neighborhood of the school.

First Graders Print Letters

With the beginning of the second term, first-grade children of Grant School, Cranford, N. J., will be taught to print their letters instead of to write them. If the method is found satisfactory, the printing of letters will be

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taught throughout the fourth grade, when the pupil will be allowed to choose whether or not he wishes to learn to write. Printing may by this method displace ordinary writing as a vehicle of expression. Printing is said to be more legible than writing, and, once it has been mastered, easier and quicker to use.

Counting Sheep

By Edgar E. Muller
Oakland, California

I am wakeful in the night,
Thinking things,
Thinking things I haven't done,
Thinking things I've just begun,
Hearing noises all about,
Water coming down the spout;
Hear the clock strike two-three-four,
Wonder if there's any more,
Interrupted by a snore,
Like the breakers on the shore.
That is someone sound asleep,
While I lie here counting sheep,
Counting sheep.
But it does so little good
Might as well be chopping wood,
Chopping wood.
So I turn this way and that,
Till I hear a noisy cat.
Wish to Heav'n I had a "gat,"
But I simply yell out, "scat"
And I let it go at that.
Then I try another style,
Lying quiet for a while,
But I cannot go to sleep,
For I'm busy counting sheep,
Counting sheep.
But at last when hope is gone,
And the night is near to dawn,
I begin to stretch and yawn,
And, in spite of counting sheep,
Find myself fall sound asleep.
And that sleep is nigh to Heav'n
Till I hear that, "Almost seven."
Then I wake up with a fright;
Curse this waking in the night,
In the night.

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